

Implementation Of Pop Up Book Media In Supporting Differentiated Learning Phase B Students Of MI Ma'arif NU Karang Sari

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Abstract

Learning media is a very important learning tool in the teaching and learning process, both formal and non-formal. Media Pop Up Book is a book that has parts that can move or have three-dimensional elements and provide more interesting story visualization elements starting from the appearance of images that can move when the page is opened. Differentiated learning is a teaching and learning process strategy that accommodates, serves, and recognizes the diversity of students in learning according to their readiness, interests and learning preferences. This study aims to determine the application of pop up book media in supporting differentiated learning in PKN Phase B lessons. The research was conducted using an approach qualitative descriptive conducted at MI Ma'arif NU Karang Sari with the object of class IV research A. Data obtained by interviews, observation and documentation. Qualitative data processing methods or techniques can be done through three stages, namely data reduction, data display, and conclusion drawing / verification. The results showed that using interactive learning media in the form of pop up books can support differentiated learning activities in the independent curriculum.

Introduction

Implementation comes from English, namely to implement which means to implement. Implementation is actions taken by authorities and interested parties, both government and private that aim to realize the ideals and goals that have been set. Implementation relates to various actions taken to implement and realize programs that have been prepared in order to achieve the objectives of the planned program, because basically every plan set has goals or targets to be achieved.

Curriculum Merdeka is a curriculum with diverse Intracurricular learning where the content will be more optimal so that students have time to explore concepts and strengthen competencies. Teachers have the flexibility to choose a variety of teaching tools, so that learning can be tailored to the learning needs and interests of students. The Merdeka Curriculum aims to create an attractive learning atmosphere for teachers, students, and parents. The hope is that through this concept of Merdeka Belajar, both teachers and students can feel freedom in thinking, which in turn can be reflected in the innovation of teaching methods by teachers and encourage student creativity in the learning process.

Differentiated learning is a teaching and learning process strategy that accommodates, serves, and recognizes the diversity of students in learning according to their readiness, interests and learning preferences. In differentiated learning students can learn the subject matter according to their abilities, likes and needs so that they are not frustrated and feel failed in their learning experience. Differentiated learning aims to increase the potential of students in accordance with learning readiness, interests and learning profiles. Through differentiated learning students can get learning freedom according to their potential and abilities, which in the process requires various learning media to support diverse student abilities, pop up book media is one of the media choices in differentiated learning for students with kinesthetic abilities.

Character Education (Civics) is a subject in elementary school that teaches students how to apply good behavior, attitudes, dispositions, and personalities in society. By learning Civics, it is hoped that students will learn about the values of Pancasila and how to apply them in everyday life. However, in reality, Civics lessons in elementary school are usually considered boring and monotonous. As a result, students become sleepy during lessons and are not directly involved which the researcher did. Most learning activities are focused on teacher activities that only use student textbooks. Civics learning media is also lacking and very rarely used during the learning process. As a result, students do not concentrate on following lessons because teachers tend to use the lecture method during learning.

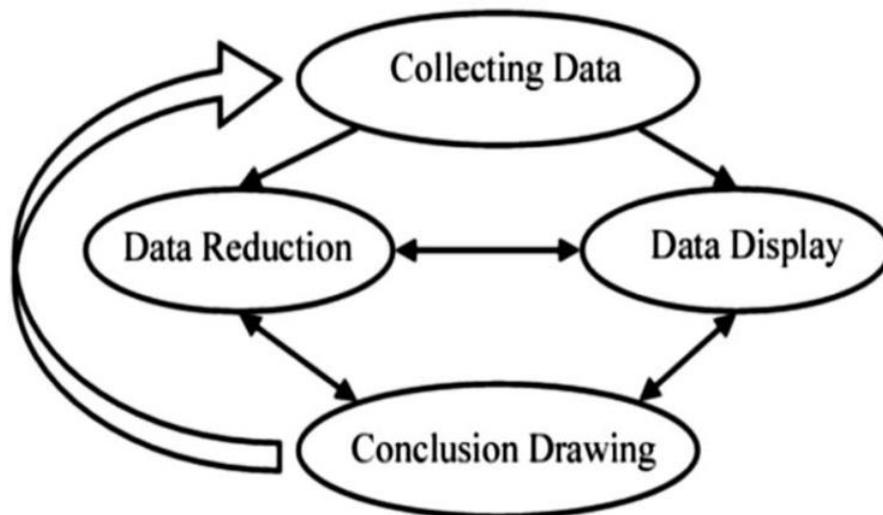
Learning media is a very important learning tool in the teaching and learning process, both formal and non-formal. Teachers can use various learning media to deliver lesson material, which is tailored to their own abilities and abilities (Rosdiana, 2016). The use of media will help students understand the subject matter because learning can be designed to be interesting and fun learning so that students do not get bored. In addition, media can support the achievement of learning objectives in an effective and efficient way. One of the media that can attract students' attention and foster their interest in the subject matter is media that can attract students' attention. Researchers believe that Media Pop Up Book is an effective learning tool because in addition to having an attractive and three-dimensional image display, it also has other advantages. Activities such as opening, folding, moving, and sliding the pages of the book make students surprised and amazed when opening each page. This activity gives an impression to students, so the material is easy to remember. Pop Up Book has moving parts or has three-dimensional elements and provides interesting story visualizations, ranging from images that can move when the page is opened. In addition, this book can increase students' learning motivation and allow them to use the media independently or in groups.

Based on the background of the above problem, the author will conduct research entitled "Implementation of Pop Up Book Media in Supporting Differentiated Learning of Class IV A MI Ma'arif NU Karang Sari Students."

Methods

This study used a qualitative descriptive approach research design carried out at MI Ma'arif NU Karang Sari with class IV A research subjects. Miles and Huberman (Sugiyono, 2018, p. 337) suggest that qualitative data processing methods or techniques can be done through three stages, namely data reduction, data display, and conclusion drawing/verification. Then the data that has been obtained is processed in accordance with the rules of relevance of data processing in qualitative research.

Figure 1.1 Research analysis design according to Miles and Huberman (Sugiyono, 2018, p. 337).



The material presented on the media must be in accordance with the required subject matter and in accordance with the abilities of students. In addition, the proper use of letters in writing is also considered and also images must be clear and effective.

Result

This research was carried out in Class IV A MI Ma'arif NU Karang Sari which amounted to 26 students on Tuesday, November 21, 2023 in Class 4 A in PKN Phase B learning. Data were obtained by interviews, observation and documentation. This data analysis activity is carried out through three stages, namely data reduction, data display, and conclusion drawing / Verification, then the data that has been obtained is processed in accordance with the rules of relevance of data processing in qualitative research.

The object of research on differentiated learning is students who are members of visual and kinesthetic groups, where each group of students is given pop up book media content. In the kinesthetic group, students are given content using Pop-Up Book media, differentiation of the process of making projects to train kinesthetic students who produce products in the form of miniature cultural diversity, while in the visual group they are given pop up book media and produce final products in the form of drawing boards that have been matched with various types of cultures. After the learning activity, each group presented the results of the differentiated learning carried out.

The results obtained showed that students in the kinesthetic and visual groups were able to explain and describe the material more fully and in detail than that, besides that all students in the kinesthetic and visual groups participated in making the final product.

Based on open interviews with students, the opinions of several students related to pop up book media in learning are as follows

Student A said that "With pop up book media, learning feels more fun and not boring"

Siwa B said that "Many learning materials can be summarized in one medium that is easy to understand"

Then according to student C "Media pop up book is suitable for me which is easier to learn kinesthetically"

Discussion

Media, both print and audio-visual, are communication tools that convey information from sender to receiver of messages and can encourage students to learn. According to Sadiman (2009), the Association of Education and Communication Technology (AECT) in the United States limits the types of media and channels people use to transmit data messages.

While Briggs (1970) argues that media are all physical tools that can convey messages and encourage students to learn, Gagne (1970) says that media are different types of components in a student's environment that can stimulate him to learn. By using interactive learning media, students can gain a better understanding of the material and have the ability to learn according to their individual interests and abilities.

Pop-Up Book media is a three-dimensional prop that can increase children's creativity and knowledge. They help children enrich their vocabulary, expand their understanding of the shapes of objects, and improve their understanding (Tisna Umi Hanifah, 2014). This is in line with the opinion of Ningtiyas, Setyosari, and Praherdiono (2019) which states that a Pop-Up Book is a book or card that when opened can present three-dimensional or embossed constructions. (Solichah & Mariana, 2018) also states that Pop-Up Books are a type of 3D media that can provide interesting effects because the material can be adjusted to the material in it. According to this explanation, it can be concluded that Pop-Up Book media is a three-dimensional book with three-dimensional elements that can move when the page is opened. In addition, the book offers more attractive visualizations and displays to help students understand the material better.

According to Dzuanda (Rahmawati, 2013), pop-up books have several benefits that are very beneficial for students, namely:

1. Teach students to appreciate books by caring for and guarding books as they are used.
2. Provide opportunities for students to get closer to teachers or parents because there is a section in the pop-up book that allows students to talk about the contents of the book.
3. Increase student creativity.
4. Fostering students' imagination.
5. Increase students' knowledge and provide descriptions of objects
6. Fostering children's love for reading

When used in learning, pop-up books have many advantages. One of the advantages mentioned by Safri, Sari, and Marlina (2017) is that they can provide a unique experience to students through activities by inviting them to slide, open, and fold the contents in a pop-up book. Other advantages mentioned by Anggraini, Nurwahidah, Asyhari, Reftyawati, and Haka (2019) are as follows:

1. Pop-up books use thick paper so they are not easily damaged. (torn)
2. Each page of the pop-up book contains an interesting photo, which makes children more active and enthusiastic in learning activities.
3. Pop-up books can be used with each other or independently.



Conclusion

Learning media is a very important learning tool in the teaching and learning process, both formal and non-formal. Media Pop Up Book is an effective learning tool because in addition to having an attractive and three-dimensional image display, it also has other advantages. Activities such as opening, folding, moving, and sliding the pages of the book make students surprised and amazed when opening each page. This activity gives an impression to students, so the material is easy to remember. By using interactive learning media, students can gain a better understanding of the material and have the ability to learn according to their individual interests and abilities. Pop up book media is considered capable of supporting differentiated learning as content differentiation for students with kinesthetic abilities. The results of this study show that pop up book media can be used as a means of supporting differentiated learning where this media is so flexible and easy for students to use and has an attractive and three-dimensional image display, also has other advantages. Activities such as opening, folding, moving, and sliding the pages of the book make students surprised and amazed when opening each page. This activity gives an impression to students, so the material is easy to remember. Pop Up Book has moving parts or has three-dimensional elements and provides interesting story visualizations, ranging from images that can move when the page is opened. In addition, this book can increase students' learning motivation and allow them to use the media independently or in groups.

Overall, it can be concluded that pop up book media can be used to support and cover differentiated learning activities in the independent curriculum, where this research is implemented in PKN Phase B learning which is able to become learning content for visual and kinesthetic groups.

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